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Evaluation of a Comprehensive Planning Unit for Development of an Educational and Occupational Planning Program for Out-of-School Youth.

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The primary purposes of this project were to provide data for developing operational proposals and programs for dealing with the dropout problem. Information and statistics were gathered about school dropouts in St. Cloud, Minnesota; age and grade, type of student, current functioning and future plans, expressed reasons for leaving, etiological factors, agency information and attitudes, and committee recommendations. Following each section of data and interpretation are recommendations relevant to that information. Recommendations include: (1) the need for more parental involvement and for continuing curriculum and grade study; (2) the importance of reading problems, (3) broadening the function of the guidance program and counseling services, (4) part-time programs, and (5) inter-agency involvement. The direct service aspect of the program is also discussed. (KP)

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January 15, 1967

Board of Education
Independent District
Number 742

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Project Director.
James Henning

NARRATIVE REPORT

PART II

PART II -- NARRATIVE REPORT
(Part II)

A. Name — Independent School District Number 742
Administration Building
12th Avenue and South 7th Street
St. Cloud, Minnesota

B. Project Number OE-1190

C. Grant Number OEG-3-6-001190-1154

D. Period from 6-6-66 through 4-15-67

E. Title "A Comprehensive Planning Unit for the Development of an Educational and Occupational Planning Program for Out-of-School Youth."

As indicated in "D" above, this project extends to April 15, 1967. The following preliminary work was done to provide a basis for developing a program of service for deviant and out-of-school youth:

INTRODUCTION

It is clear that any specific behavioral act can be motivated by a wide range of factors and this psychological construct is reaffirmed by a study of a 'dropout' population. Individual case conferencing of a group of these students brings clearly to mind that this is not a homogeneous population but rather that there are many individual differences within this group. The Committee on Education and the World of Work (32) makes reference to this fact by sub-dividing the dropout population into three major categories.

Yet, in spite of this range of individual differences, there appear to be certain items of commonality that seem to pervade through their responses to the interview schedule. These items shed some light on major group programs that might be initiated within the school and community to provide some measure of remedial and preventive help to substantial numbers of these youth.

It seems quite clear, then, that there are programs possible which could be expected to have some impact on the dropout problem. It also seems apparent that there are a substantial number of youth within the school who have many of these same 'negative' variables that do not actually drop out of school but rather 'fade out' (10 page 90), and programs that are initiated in reaction to the dropout problem can be expected to have some impact on the overall adjustment of these youth as well.

Programs to attack the dropout problem must be aimed in several directions: (1) School programs to broaden the scope of activities of the school and provide 'things' at a group level; (2) School programs which will enhance the opportunities for individual interaction with specific youth and counselor and parent; (3) School programs for the youth who does not fit into even this expanded main stream; and (4) Community action programs to enhance inter-agency communication as well as community-wide involvement in the problems of youth -- including the dropout.

The recommendations made here are in response to the data accumulated as well as judgments made on qualitative information -- a gut-feel for these youths. One would be hard pressed to provide substantiating data in some cases.

There are obvious limitations to this study which should be mentioned. One of them is the difficulty inherent in the interview technique. How does one quantify all of the 'important' information obtained? How can one be sure that the answers are honest, and truly reflect the feelings of these youth? How much retroactive distortion goes on in the minds of these youth so that they may intend to be honest but actually have forgotten major factors in their decision?

Though efforts were made not to associate the study with the school, in many cases school counselors were known and the youth knew he was responding to the school directly. The negativism that may have developed toward this agency would undoubtedly have impact on their responses.

Another important concern which would appall pure researchers is the lack of a control group to tell us something about whether these responses really vary significantly from those of a non-dropout group. Though this is important for research purposes, it is important to know how these youth feel; and if other youth who are in school also feel the same way, all the more reason to carry out the programs that are suggested. Sometimes, too, the need for the research to be pure, results in findings that are meaningless. It is hoped that this study wielded its way down a middle area between these two difficulties.

Probably a more valid concern is the fact that many of these youths could not be interviewed since they were in the service. Here again we have a group which have in common two variables that can be defined behaviorally -- they quit school and they joined the service, or were drafted. What impact on results incorporating interviews from this group might have cannot be known without actually interviewing them. Money has something to do with this study's not carrying this out.

The group discussed here represents one segment of the population that has been served by the dropout committee. This is the graduating class of 1964-65, and thus some of the recommendations for this group are quite different from those for the younger population of dropouts. For instance, recommendations to return to school on a full-time basis were less likely to be forthcoming, in view of their age and the fact that they have started themselves, often, in family raising and the world of work. The final report will incorporate findings from the total population served and will yield valuable information about interaction between the age variable and the responsiveness to the committee's activity.

Because of these limitations of the study, it is with a certain degree of trepidation that the results are presented. However, it is felt that waiting until all the data is in means waiting indefinitely, because of the rapidly changing societal structure in which the studies are being made. The general feeling of this writer is -- "Let's get at it!"

The Group

The group reported on here represents a total grade population -- the eighth grade of the entire St. Cloud District High School Feeder Area. It is composed of a substantial population of parochial school youth, as well as a significant number of youth who had their elementary experiences in rural school districts without high schools of their own. After securing eighth grade graduating rosters of all schools in this area for 1960-61, graduating class rosters for 1964-65 were obtained from all high schools in this area that might have provided education for these youth. This includes the local parochial high school as well as several adjoining high school districts that can provide service for rural districts that are in regions of overlap between the two districts. In the event a youth moved, efforts were made to contact them through the mails to find out if they graduated from high school.

Table 1 indicates the number of youth studied and their elementary school backgrounds:

Table 1
POPULATION STUDY

Sartell	40
Waite Park	26
Other County	89
St. Cloud Public	288
City Parochial	434
Other Parochial	143
	1,020

Total Number of Youth Who Did Not Finish High School ----- 94

Cumulative Dropout Rate ---------- 10.9 percent

Computation of dropout rates varied (16), some use figures based on ninth grade populations while others use those based on tenth grade populations. Kreul's study (12) of a population which seems most like the one studied here (Sauk Rapids, Minnesota) was based on tenth grade populations. The rate found in that study was 16.6 percent in the 1958-61 group, and 12 percent from 1961-64. The rate figures found here are somewhat lower than those of that population and are generally below those cited for the State of Minnesota as a whole -- 20 percent (17). Minnesota's rate figures are quite below the national average of around 38 percent (7). The figure cited here is a cumulative dropout rate as suggested by the NEA (16, page 28).

This does not in any way imply that the dropout problem is nonexistent in this community. We are talking about 94 youths from one class and there is no reason to suspect that this is less than other classes. Suffice it to say there are a significant number of school age youth who are not in school in this community.

Age at Which the Youth Leaves School

One of the purposes of this study was to gather information about the age and grade that youths decide to leave school. Information is being collected to add information about when consideration was first given to this possibility, but this data has not been tabulated at this point. Since many of the students in the St. Cloud High School transfer in from local school districts, there was also some question about whether all of our school districts were fulfilling their responsibility to the law to see to it that all youths attend school until age 16, which is the state minimum age for leaving school.

The following tables yield information about the 1964-65 group:

Table 2

Grade Left School

Grade	Number
8	5
9	5
10	13
11	19
12	8
	50

Table 3

Age Left School

Age	Number
14	4
15	4
16	21
17	10
18	9
19	2
	50

Table 4

When Student Left School

During School Year	38
End of School Year	12

Kreul's (12) study of dropouts in the Sauk Rapids School District (a neighboring school district) showed much the same trends as found in this study. Apparently in the State of Minnesota the greatest variable related to age students leave is the law. However, it is interesting to note that 8 of the 50 students in this

aspect of the study left school in direct opposition to legal statue. Analysis of which students they were, and from what school districts, has not been done as yet but it appears that school district's responsibility must be more clearly stated and enforced. This fits in with Conant's (4) statements of the need for pinpointing responsibility in this critical problem.

Kreul (12) found that 81 percent of the dropouts left school during the academic year. This is close to the figure found in the present study and indicates that most of the youths do not just fail to come back but have come back to give it another try -- and then leave.

This means that the student is still accessible to the school when he is considering leaving and that school programs might be developed to provide intensive service for those "on the brink".

Recommendation 1. Because of overlap in school district responsibility there is confusion as to who should be enforcing the law in regard to attendance regulations. It is clear that more effective communication must be set up between the various high school districts that draw from the independent school districts with only elementary schools to assure that the law is being upheld in regard to minimum age. Rosters should be sent to the office of the County Superintendent of Schools to be checked against his eighth grade graduating rosters to guarantee that they are enrolled in the high school of their choice. The same procedure might be established within the St. Cloud School District and between this district and the Diocesan Superintendent of Schools.

Recommendation 2. The implications for school administration and guidance are clear. Although prediction tables (e.g. Cervantes) (2) show generally the type of student who is likely to leave school early, many false positives appear in this type of grouping. It is necessary to develop some means of determining which of these students are in crisis, that is, seriously considering the possibility of dropping out of school. It is clear that careful study of the 15 year

old age group will show these students who are in the critical phase and should be given an intensive program of academic and personal guidance.

Recommendation 3. A cooling off period might be developed procedurally to allow for further intensive personal work. A procedure might be established whereby once a student decides he wants to leave school he reports this to the counselor and the administration and he is not "let off the hook" for one month. Though legally he cannot be held, the school might establish a "dropout counselor" who works with him outside of the school, as well as with his family, to help him to reconsider his decision. Flexibility in admission policies should be established so that if he does decide that he has made a mistake, he can easily return to school without losing a total semester of credit. The establishment of a special class outside of the school structure might allow for this kind of flexibility so that he can return there for the rest of the semester and gain credits, and then return to the regular curriculum for the following semester.

Type of Student That Leaves School

The general profile of the school dropout has been made by many authorities in the field (2, 23, 31, 29, 30). They show a general lack in the skills areas, indifference toward school, a record of behavioral difficulties, lack of involvement in extracurricular activities or, in general, a lack of value orientation directed toward involvement in the learning process as defined by the educational system.

Efforts were made here to look at the school progress as recorded in cumulative record folders and gathered from the youths and their parents to get a picture of where the problems begin and how they see them. This also gives some insight into needs for improved record keeping for better identification of the potential dropout.

Table 5
Elementary
School Background

City Public Elementary		13
Other		37
City Parochial	18	
*Rural Elementary	16	
Independent School District	1	
Other	2	
	37	

* No Secondary School in District

Table 6
Intelligence Ratings

Average (90-110)	17
Above Average (110+)	8
Below Average (90-)	12

Table 7
Group Achievement Test

Average	12
Above Average	8
Below Average	9

It appears that a considerable number of the dropouts had elementary school experience outside of the public elementary system. This is by no means an indictment of the other schools since rate figures are not available and children with school problems within the city tend to gravitate toward the public schools. Also a considerable number of these youth have come through the public schools. Comparisons of school districts could only be done through analysis of holding power of the elementary schools but these figures are not available. Also, an important variable is the fact that most of these youths apparently had positive attitudes toward school when they were in the elementary schools, regardless of where they were.

Intelligence and achievement test data show that most of these youths were average or above in tests of potential as well as in standardized tests of overall academic achievement. Although studies (2, 22) indicate that many of these students show academic retardation, it is apparent that using only this criterion would overlook many of our potential dropouts.

A. Their Progress

Though standardized test data indicate that many of these students are average or above, ratings of teachers, through grades or retention, might yield different results. It is clear that grades do not correlate perfectly with actual academic ability since they also include the variables of behavior, industriousness, attitude, etc. The following tables tell something about the progress of these students as evaluated by teachers and counselors, as well as something about the amount of involvement they had in school.

Table 8

Years Overage

Years	Number
0	36
1	9
2	5

Table 9

Average Grades (by grade level)

	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
A		2			
B	6	3	5	3	
C	12	5	6	6	1
D	5	23	18	5	2
F		1	3	1	1

Table 10

Behavior Ratings

*by teachers

	Number
Average	7
'Below' Average	3
'Above' Average	

Table 11

Counselor Recorded Comments Suggesting Adjustment

	Number
Average Problems	10
Well Adjusted	4
Serious Problems	12

Table 9 suggests that by grade nine the grade problem becomes a significant one. Though the data here is quite meager, one might hypothesize that those with problems related to school grades take their leave by the end of grade ten and those who leave school after that tend to leave for different reasons. More careful analysis of data interaction, as well as a larger N are necessary to investigate this hypothesis.

Counselor comments most clearly show that these youths are in serious difficulty in school and this suggests that the counselor is well aware that something should be done to keep him with the schools. It seems clear from the above data that the most effective quick means of identifying the youth in trouble is through his school counselors who are most sensitive to his adjustment problems, though they may not show up in actual academic achievement.

B. Parent Evaluation of School Progress

Lack of elementary school records necessitated interviewing parents to gather additional information about their elementary school progress. Though data based on recall over such a long period of time must be used with caution, the results of the parent interview are quite striking.

Table 12

Parent Judgment of Attitudes in Elementary Grades

Child liked school	30
Child disliked school	9

Table 13

Parent Statement of Initial Feelings at School

Liked School	41
Disliked School	2

Table 14

Parent Statement of Attitude at junior High

Liked School	23
Disliked School	18

Table 15

Parent Statement of Specific Youth Difficulties

Reading	23
Other Academic	9
Teacher	1
Discipline	2
Emotional	3

Table 16

Parent Statement of Grade Level Problems Appeared

	Number
Grade 2	6
3	4
4	1
5	2
6	1
7	5
9	6
10	2
11	2

It can be seen that the parents feel that the child felt quite positively toward school in the elementary grades, particularly at first encounter. Fourty-one of 43 parents answering this question indicated that he looked forward to school and appeared to go in with a positive attitude.

However, as his elementary career developed, almost one-third of the students began to develop negative feelings toward school so that by the time he reached junior high almost fifty percent of the students indicated an overt dislike of the school setting.

Although 19 of 29 students appeared to begin having academic difficulties in the elementary grades, nowhere near this ratio showed an active dislike for the school setting. Apparently the academic difficulties did not manifest itself in negative school attitudes until long after their inception, in some cases as much as five years.

The parents were asked what specific difficulties did the child have in school and their answers are recorded in Table 15. Though this is not substantiated by the test data shown earlier, it appears that the parent felt that the child was having trouble in reading and this is the most common difficulty recorded. Only in rare cases were there signs of discipline or emotional problems -- instead the problems tend to be academic in nature.

As an aside, it is interesting to note the apparent sensitivity of the parent toward the child's problems in school. This certainly does not reflect the lack of concern and parental interest that are suggested in some quarters (e.g., 2, 10, 22). It appears, rather, that parents are aware and sensitive to the problem, but just do not know what to do about it. This writer cannot help but wonder if there is not a tendency to under-rate parents of children who are having trouble in school, by making invalid assumptions about their attitudes toward learning.

Several programs seem to be called for in reaction to the data collected here.

Secondary: Counselor Involvement

Recommendation 4. It appears that the counselor is the one resource who can be most helpful in identifying the youth in trouble. Grades and achievement tests, though suggestive, fail to clearly identify the youth who is going to leave school. Multiple regression in which counselor statements can be thrown into the hopper seem to be the most useful statistics for prediction purposes.

Recommendation 5. Nagative attitudes toward school most clearly manifest themselves once the child reaches the junior high age. Though administrative manipulation of curriculum, etc., are important, it is quite probable that great impact will not be made until efforts are made to reconstruct old

established attitudinal patterns that will prevent this curriculum manipulation from having great effect on the individual youth.

Recommendation 6. One of the curriculum manipulations that seems most needed is in the area of remedial reading. Along with this is the need for courses which can circumvent this serious handicap, so that while the youth is working on developing skills he will not be seriously handicapped because of the lack of this skill in other curriculum areas. Special classes in subject areas with only minimal use of reading and enormous utilization of audio-visual aids appears to be needed. A second alternative might be utilization of tutorial help in specific subject areas as well as the use of readers to work with very small groups of handicapped readers. Other students might well be utilized for this purpose.

Recommendation 7. Because of the negative attitudes that are beginning to manifest themselves at the junior high level, serious cases might be put into special classes where particularly sensitive teachers and a core curriculum might be put into effect. These classes might focus their attention on attitudinal manipulation as well as on circumventing their skill handicaps. Because a child cannot read does not mean he cannot learn!

Secondary and Elementary:

Recommendation 8. The parents have been sold short! They seem to be aware of the child's difficulties but are at a loss as to what to do. Tables that will be shown later show they generally lack in education themselves,

but the tables shown above clearly show that they are aware of the child's problems in school. It is imperative that relations with all homes must be not only increased, but enhanced. Special school representatives must be made available to help interpret school practices to parents and to work with parents and children to improve the total level of functioning.

Elementary:

Recommendation 9. Increased use of remedial reading should be incorporated into the curriculum to provide for the needs of these children. The increasingly negative attitudes of the children as they move up the 'system' show a need for teacher recognition of the problems of these children and then, primarily, an acceptance of them. Their lack of progress in skills need not have the negative impact that it appears to have on their attitudes toward the school.

Recommendation 10. One could hypothesize that the negative attitudes that are unfolding are a sign of strength in the child, a sign that he is fighting back against efforts to reduce his sense of worth. Instead of becoming apathetic or depressed, he has the need to reject the source of discomfort to his self concept. The use of ungraded primary classes might help to reduce some of the administratively caused discomfort to the child's self concept. He will not so clearly be 'behind' other students and not so clearly inadequate.

Recommendation 11. The number of emotional and discipline problems, though small in actual number, are actually ten percent of those studied here. This suggests the need, again, for utilization of flexible programs which can

assimilate these children into the regular school. This, along with intensive study and working with the parents, can well be handled through the ungraded primary classes. Teachers, too, should be more involved in working directly with the parents, to enhance positive attitudes toward the school as well as to increase the teacher's knowledge of the environmental setting from which the child has emerged. Use of teacher visitation along with case conferences to clarify problems the child is facing would be beneficial to child, parent, and teacher who has had a chance to increase her understanding of the child.

Recommendation 12. The large number of reading problems evidenced here is a matter of serious concern. Though remedial reading will be of help, a preventive program should be established. Experts in the field of reading (e.g. Spache 26, Bond 1, 5, 24, 25, 27) point out the readiness needs of the learner and the importance of his having developed to the point where he is ready to read. The establishment of readiness rooms in the school structure would be a helpful adjunct to the regular program and should be given serious consideration.

Current Functioning and Future Plans of Out-of-School Youth

Questions were asked to find information about the length of time it took for the youth to find a job after leaving school as well as his current income level and future plans. One variable that has some impact on the data is the fact that at the present time jobs are plentiful and with the addition of new industry in the community, almost anyone who desires work is able to get it. It should be kept in mind that the data here is that gathered from the graduating class of 1964-65 so some of them could well have been out of school for three to four years.

Table 17

Length of Time to Find Full Time Employment

Weeks	Number
1	12
2	4
3	2
4	1
8	1
12	1
14	1
16	2
24	1
40	1
52 and over	4

Table 18

Number of Jobs Since Leaving School

Jobs	Youths
1	14
2	12
3	9
4	5
5	2
7	1
15	1

Table 19

Present Income ($ Per Week)

Income	Male	Female
$ 0-30	0	1
31-45	0	3
46-60	3	6
61-75	4	2
76-90	2	0
91-105	3	0
106-120	2	0
121 over	1	0
unemployed	4	6
housewives		8
no information	5	

It is clear from the above data that at least nine of these youths have had difficulty in finding employment suited to them. Although their current incomes are adequate for their needs, generally, one cannot help but wonder about the future these jobs hold in terms of personal satisfaction as well as ability to support a family.

Some light is cast on this question by the responses to the question as to whether the youth felt that further schooling or training would be of help to him, either in his present job, or in fulfilling his long term vocational goals. The tables below indicate their responses to this question.

Table 20

Youth Statement of Desirability of Further Schooling/Training

Would help	34
Would not help	13

Table 21

Youth Statement of Need for Training to Meet Vocational Goals

Need further training	27
No further training	3

Table 22

Youth Statement as to Whether Considered Vocational School

Yes	17
No	23

One cannot say with certainty whether this indicated present job dissatisfaction but it is clear that these youths see a real need for further education of some sort to get where they want to go. A good number of them have given consideration to training at the Area Vocational School, or at least profess this. Yet it will be seen in later tables that few of these youths have any knowledge of the function of this school or how it operates.

Recommendation 13. The secondary school should provide a program of vocational information to its students, and much earlier than the senior year. These students should be presented with current information about the advantages of the Area Vocational School and how they can get admitted. They also should be given information about their interests and special employment skills as indicated by tests such as the GATB. Vocational information for the many youths (graduates or not) who do not go on to college should be as integral a part of the school curriculum and guidance program as is special information for the college-bound student.

Though there is some access to the Employment Office, there is little continuity in service. A cooperative agreement to assign a full or part-time employment counselor to the high school should be made. Thus, his information, program and skills can be utilized as an integral part of the total school program.

Expressed Reasons for Leaving School

Parents and youths were questioned as to what they felt were the primary reasons for the decision to leave school. Table 23 shows the results of this question. In some cases youths had several reasons that seemed to the interviewer to be of equal importance; thus, the somewhat larger number of primary reasons than students.

Table 23

Reasons for Leaving School

	Primary Reason		Additional Reasons	
	Youth	Parent	Youth	Parent
Financial - General	2	2	1	4
Own needs	4	5	3	4
Parent need	2	3	4	2
Other	1		1	
Saw no need for diploma	7	7	9	5
Curriculum complaints	2	3	5	2
Specific subject complaints	3	1		1
Complaints about grades	6	2	4	4
Failing subjects	2	1	1	1
Homework complaints	2			
Discipline difficulties	5	2	2	
To get married	8	8		
Peer problems	4	1	4	
To join service	2	2	1	2
Physical illness	2	1		
Nerves			1	

If one attempted to categorize further the responses of these youths, it becomes clear that one of the primary factors in their choice to leave is financial. Of course, this is quite difficult to separate from the question of values, since one can always get by even on very minimal finances. The next greatest area appears to be in the area of subject matter and grades -- very related items. A considerable number left to get married and never returned to school. There are, as one can see, very few subject matter complaints, a somewhat surprising bit of information.

Of interest, too, is the relatively high correlation between what the youths gave as primary reason for leaving, and what their parents felt was the main reason. Again there is evidence of more sensitivity and knowledge of the child on the part of the parents than might have been expected.

The interviewer, in all cases a certified school counselor, was asked to make a judgment as to the major school factors in the youth's decision to drop out. This was to be based on a sort of synthesis of the interview and all of the comments made during this period. Table 24 shows counselor rating of school factors.

Table 24

Counselor Statement of School Factors Related to Dropping

	N
Curriculum	15
Discipline	8
Grades	12
Other	1

The youth was then asked to indicate the things that he liked about school as well as the things that he disliked about school. Specific questions were asked to force a response to certain areas of school activity, but data on this is not yet ready for analysis. Table 25 shows the youth's spontaneously mentioned likes and dislikes (a maximum of three in each area was recorded, though in most cases the youth named only two and sometimes one item.)

Table 25

Most Frequent Likes and Dislikes*

Likes N=105	N	Dislikes N=78	N
English	16	English	13
Math	11	Math	6
Other	9	Other	9
Industrial Arts	7	Science	6
Science	7	Teachers	6
Teachers	7	Physical Education	6

*Sports, dances, band or orchestra, and clubs got a total of six likes and three dislikes.

One can infer little from the above data in terms of specific curriculum areas outside of the fact that there are apparently strong feelings about certain subjects, e.g., English and Math. One thing that does appear is the general apathy of these students toward any of the extracurricular activities. Out of 183 responses, there were only nine mentions of extracurricular activities.

Attempts were made to get at this question in another way, by asking the youths what changes they would make in school policies if they had control of it.

Table 26

Youth Response to Where in School Structure Changes Would be Made by Him

N = 72

Curriculum	19
Extracurricular	7
Grade System	8
Hours	3
Difficulty	7
Homework	2
Class Size	1
Numbers (school too big)	5
Peers	1
Discipline	9
Regulations	8
School Spirit	2

School regulations (discipline, etc.) seems to take on some importance here, though apparently the negative feelings about this were not strong enough to precipitate the decision to leave school. Grading systems and difficulty of classes again shows up and perhaps this could be combined with the data on curriculum, since more success here might have reduced their negative feelings about it.

This is more clearly shown by their responses to another question which concerned itself with specific aspects of school activities. The youth was asked specifically about the indicated areas of school activities and requested to indicate if changes in any of the areas would have made him more likely to stay in school.

Table 27

Youth Statement Whether Change in Indicated Area Might Have Made Them Stay

	Yes	Maybe	No
Curriculum Changes	12	10	28
More Successful Student	15	8	21
Part Time Program Available	15	11	18
Financial Aid Available	6	16	22
"Better" Peers	4	5	33
Remain in Elementary Setting	4	3	12

It is more apparent in this table that lack of success in school was in important factor in their decision to leave school. The main comment that can be made about this is the fact that they did care -- at least many of them, though one can be sure that this did not show itself in the classroom very much. The financial aspect of their decision shows itself quite clearly, too, as a part-time program means a chance to work part-time and get money to keep up with the peers (or surpass them). Though again the question of curriculum comes up, combining the responses from this and previous tables makes it very difficult to determine in what direction the changes should be made. It appears to be a question of need for personal success or feeling of success more than any specific curriculum problem, per se.

The question arises as to how much actual energy and involvement does this youth expend on school activities -- where is the center of his interest? In an effort to get at this, questions were asked about work and study schedules of these youths. Tables 28 and 29 show the results.

Table 28

Youth Employment While in High School

	N
Employed	15
Unemployed	32

Table 28a

Number Hours

Hours Worked Per Week	Number of Persons
20	3
16	1
15	1
13	1
10	1
8	2
6	2
5	1
2	3

Table 29

Time Spent in Study -- Per Week

	N
0	11
5 or less	16
10 or less	15
15 or less	4

Although many of these youths were employed (almost one-third), this ratio is probably not much different from the student body as a whole. Most of them did not work more than 10 hours per week, so it is quite doubtful from this data whether employment was a major factor in their leaving school. Probably more important is the number of students who spent five hours or less in study per week.

One aspect of the youth's total functioning was the question of delinquency -- how much were these people acting out either in school or since to the point where they had been in trouble with the law. Table 30 gives the results of this question.

Table 30

Youth Statement on Whether in Trouble With Law

	N
Yes	15
No	34

A roster of these youths was sent to the local probation office to determine whether the names were known to them. One-third of the total roster had been involved with probation at one time (N of 98). This is probably a disproportionately high figure compared to the 'normal' population but no base data is available for the total population.

The above tables suggest to this writer two major areas of concern as far as innovation in current school policy is concerned. They revolved around the apparent importance of the financial aspect in the decision to drop out of school as well as the need to be more involved in school, through feelings of more success through curriculum and possibly grading innovation.

Recommendation 14. It is recommended that consideration be given to increased use of the part-time program, starting at an earlier grade level, to help the student resolve some of his financial problems. This, in conjunction with the establishment of an employment office within the school, would lead to the youths finding better jobs while going to school as well as indicating to the student that the school is concerned with some of these practical problems of their school functioning. The part-time program in conjunction with a more vocationally oriented curriculum could well be of assistance to the non-college student in understanding the nuances of employer-employee relationships as well as help him to better make a vocational choice based on a wider range of experience.

Recommendation 15. Curriculum study and study of the grading system should continue. Though much has been done in this area through weighted graded, it is apparent that these students did not feel success in school and study should be made of this. The traditional remedial programs should probably be intensified and the school become more personalized so that positive relationships with school personnel might help to overcome some of the negative feelings about academic progress.

Etiological Factors

A. The Family

Efforts were made to gather information about negative environmental factors that were operating on the youth as he made his decision to leave school. Much of this information tends to be judgmental in character, e.g., counselor judgment, although a certain amount is purely statistical. Reference was made to the Job Corps Screening Handbook (11) which lists environmental influences which qualify a youth for Job Corps training.

Tables 31, 32, and 33 yield significant information.

Table 31
Family Structure

Mother Absent	3
Father Absent	9
Both Present	33

Table 32
Environmental Factors

Factors	Yes	No
Substandard housing	12	26
Wasteful or potentially harmful activity	11	27
Serious physical or mental defect-parent	11	27
Primary wage earner unemployed	11	26
Receives public or private assistance	8	30
overcrowded living	11	27
Disruptive home environment	9	29
Parents - less than 8th grade education	31	9
Unskilled jobs for parent	13	25
Sharecroppers or migratory	0	37
Frequent moves	2	36
Pushout by school	2	48
Dropped of own accord	48	2
Unwed mother	6	32
Selective Service rejectee	9	24

Table 33
Number of Negative
Environmental Factors
(4 qualifies for Job Corps)
N = 39

1	10
2	8
3	7
4	4
5	4
6	2
7	3
8	1

It is somewhat surprising to note the large number of situations in which the father is absent from the family. Although no base rates are available, it certainly appears as though this is significantly more than would be found in the general population. Theoretically it seems to fit in with hypotheses about the father's role in the family of giving a model for dealing with the "outside" world and handling its problems. The loss of this could well seriously impair the youth's ability to handle his world.

Also of significance is the large number of youths who would qualify for Job Corps training on the basis of their milieu. Four negative factors qualifies a youth for this type of training and thus more than one-third of this population would appear to be so deprived as to qualify for this federal program (11).

Recommendation 16. The need for inter-agency involvement in the problems of these youths clearly manifests itself in this data. Welfare Departments are undoubtedly involved with a significant number of these families and Job Corps officials should certainly be made aware of the number of youths here who might benefit from their program. It seems clear that the continuation of a multi-agency committee to work on problems of youths of this nature is imperative.

The counselor was asked to make judgments about important economic and value system factors in the family that might have contributed to the youth's decision. Tables 34 and 35 show their judgments.

Table 34

Counselor Judgment of Important Economic Needs

Support Home	9
Low Aspiration	18
Personal Debts	10
Other	4

Table 35

Counselor Judgment of Important Family Factors

Different Values	24
Lack of Communication	18
Need to leave home	12

It is interesting to note that the counselors felt that these families generally had low economic aspiration levels and that their value system did not incorporate the idea of need for high school diploma. Lack of communication and "Need to Leave Home" suggest problems in family interaction that have contributed to the youth's problem.

Tables 36, 37, and 38 shed further light on this set of problems.

Table 36

Family Education Level

Grade	Father	Mother	Older Siblings
4	2		
6	6	2	
7	2	3	
8	21	19	6
9	3	2	4
10	2	5	
11	2	1	
12	2	12	13
13	1		2
21	1		

Table 37

Parent Agreement With Decision to Leave School

Strongly Opposed	14
Discouraging	12
Indifferent	5
Encouraging	6
Strongly in Favor	7

Table 38

Parent Judgment of Importance of Diploma

Don't Need	4
Nice to Have	3
Very Important	38

Almost 75 percent of the fathers of these youths had educations no higher than the eighth grade where as a smaller, but still high, ratio of the mothers did not go beyond the eighth grade. This certainly suggests that there is probably some lack of information about school curriculum and purposes at the high school level and thus might be a lack of manifest interest in what the student is going through at this level. However, the great majority of the parents interviewed felt that the high school diploma was very important and many of them were quite discouraging to the idea of the youth leaving school. However, they were probably able to lend them little support and counsel about school and thus been forced to detach themselves to a certain degree from what the youth was doing in school.

Either lack of communication or lack of influence manifests itself in the data shown on Table 37. In about one-half of the cases the parents indicated strong opposition to the youth's decision. The apparent paradox between the data on Table 38 and Table 37 can be explained on the basis that the youth was apparently having so much trouble getting along in school that they did not fight them on their decision to leave.

Table 39 shows again the apparent lack of communication or influence in the families.

Table 39
Parent Knowledge of Planning to Leave

Surprised by Decision	16
Not Surprised	26

Cervantes (2) considers this an important problem in the youth's decision to leave and this seems to be borne out by the data collected here. In general, then, one can say that the vast majority of the parents feel that a high school diploma is important -- in the abstract at least -- but there is a general lack of communication and lack of influence on the part of many of the parents. Further data will be available on this aspect of family functioning in the final report which will incorporate questions used by Cervantes (2). One can also hypothesize that the lack of education on the part of many of the parents made the youth's high school world so foreign to the parents that they could not be involved and supportive to the same degree that a parent with similar education might.

Recommendation 17. At least two recommendations seem to present themselves from the data shown above and from the general impressions formed

in committee meetings. The great need for the school to enhance its public relations programs with families of this nature is certainly evident. This might be done through a group approach using the PTA, a much stronger one, as the framework in which to work. Efforts must be made to get these parents acquainted with the school and school personnel on a personnel, defenses-down basis. The usual representation at PTA is generally not the kind of parent and family that can make significant gains, but rather the family that is already interested and active in their child's school career. It appears that though information is needed by these parents it is first necessary that they are personally involved and associated with school personnel. Perhaps the PTA should form a subsidiary organization such as the Forty and Eight relationship to the American Legion to get parents and teachers interacting with each other on a personal level.

The need for home-school liaison again presents itself. This, in conjunction with teachers making home visits, could help to break down the barriers between the school and many of these families. Careful inservice training would have to be done before this visitation was carried out to assure ourselves that the goals would be clear to the teacher. And the goals would not be evaluation of home values, but developing of personal rapport and interest so that joint efforts could be made to help the youth who is not involved in school.

B. Economic Factors

Tables 40, 41, and 42 give information about the economic situation of the families studied. Tables 40 and 41 were gathered from the parents; the youth himself provided the information for Table 42.

Table 40

Stated Father Income Per Week

$ 25 - 49	4
50 - 74	4
75 - 99	5
100 - 124	8
125 - 149	6
150 - 174	5
Greater	3

Table 41

Mother Employed

Yes	20
No	21

Table 42

Youth Statement on Whether Family Used Welfare Service

Yes	17
No	26

A comparison of the three tables above reflects the current economic situation, somewhat, in this community. The number of new industries and the overall employment situation has created a seller's market in the labor field. The number of working mothers seems quite high, but this is certainly not an uncommon situation and the figures shown here may not deviate greatly from the total population of families in St. Cloud. It is interesting to note, however, that more than one-third of these families had had experience with the local Welfare Office and probably the majority of these were for financial assistance, though the data on this has not been tabulated as yet.

A certain number of these families still have definite economic problems and this must be taken into consideration in dealing with them. One might hypothesize, too, that this group of families would be the ones most affected by any dramatic change in the overall economic situation in the community. Data on analysis of specific level of jobs is being analyzed and will yield more conclusive information on this.

C. Other Influential Factors

Some effort was made to ascertain the influence peers may have had on their decision to leave school. Again much of this information is not as yet available so only sursory information can be presented. The youths were first asked to name their three best friends, and after recording these, the interviewer asked them if they graduated from high school. It is often hypothesized (Cervantes 2) that peer influence has strong effect, and that youths who drop out of school tend to cluster and reinforce each other's decision.

Table 43 shows the findings of this study in terms of number of close friends these youths had that left school.

Table 43

Youths' Three Best Friends

N = 135

High School Graduate	84
Non-graduate	51

More than one-third of their close friends had not finished school, a number which seems to this writer to be much higher than would be found in the general population. This data seems to lend support to the hypothesis suggested above.

Agency Information and Attitudes

One of the hypotheses held at the initiation of this study was that many of these youths had little or no knowledge of the services that were available to them, and because of this lack of information did not make the best adjustment after their decision to leave school. There is also the possibility that these youths feel that their decision represents a symbolic rejection of society and its agencies and there is no one around who is interested in helping them with their current problems.

In this study, counselors asked the youths about their knowledge of the services of various agencies, in terms of what activities they performed, how one qualified, whether they knew someone who had been there, and what are their attitudes toward receiving service from the agency. Although much more specific data is available, and will be incorporated into the final report, gross information is tabulated on Table 44 to give general ideas about these youth.

Table 44

Counselor Rating of Knowledge and Attitude Toward Agency

	INFORMATION				ATTITUDE			QUALIFIED		
	Misinformed	Some knowledge	Knowledgeable	No knowledge at all	Negative	Avg.	Positive	Not	Maybe	Probably
Employment	13	10	23	0	19	7	16	12	13	15
Armed Services	5	8	13	22	13	9	3	19	3	4
Area Voc. School	18	9	6	18	11	2	18	9	5	15
Catholic Charities	10	7	9	23	13	6	6	13	3	6
Mental Health Cntr.	13	4	9	27	17	4	2	13	6	3
Div. Voc. Rehab.	19	6	5	24	17	7	2	17	5	5

KNOWS ABOUT:

	YES	NO
Job Corps	15	28
NYC	6	33
MDTA	8	35

This writer's interpretation of the above figures would be to the effect that there is a considerable amount of public relations that must be done by each of the agencies that is qualified and equipped to provide services to these youth. Regardless of one's personal philosophy, the fact is that these agencies are in existence and are expected to provide service to people than can qualify. One aspect of this might be to make strong efforts to let people know about these services, and this might well be incorporated into the high school program, before the senior year. It is most important that the youth, in school or not, be provided with as much information as possible so as to be most effective in his decision making.

In interaction with the limited information that many of these youths seem to have about the agencies is the rather large number of youths who apparently feel quite negative about what is being done at the agency. Perhaps the negative attitudes more reflect their feeling about having to be in a position to need the types of service indicated, or their current attitude about the interviewer referring them to the indicated agency. Perhaps, too, this data reflects that youths euphoria and high energy which makes it difficult for him to tolerate the thought of being in need. In any event, there is the data -- a rating by a certified counselor.

The counselor's judgment of whether or not the youth is qualified for the agency indicated is again based on the interview, without careful study of the factors that the specific agency may study. It appears from the above data that the Employment Office and the Area Vocational School have two things going for them: (1) Youths generally feel pretty positive about their services; and (2) Many of them seem to be qualified for the programs that they offer.

Recommendation 18. It is recommended that strong effort be made to acquaint youths at the tenth grade level with the functions of the various agencies in the community. This needs to be done with the classroom rather than the public relations media, since many of these youths often do not read papers, etc. A careful look at the curriculum should be made to see where a program of this sort can best fit in.

Because of the misinformation and negative attitudes on the part of many of these youths, it seems again to be important to have a full time dropout

counselor who can work with these youths when they do decide to drop out of school. He cannot only help them with their future plans, but help to get them into the proper agency to utilize their services. Because of the attitudes, this cannot be done on a one-shot deal but will take some extra effort on the part of the counselor to see them through this procedure.

The Committee and Recommendations

Table 45 shows the recommendations of the committee for this group, along with whether or not they were followed up -- up to this point. In all cases, the counselor went back to the youth and discussed the committee recommendations with him, and talked with him about future plans. The amount of impact these two to four hours of individual counseling might have had on the youth is not possible to quantify. Some case histories are being written up for the final report which will yield more qualitative light on what took place in some of these cases. The recommendations indicated in the table are only those that could be quantified and tabulated, in many cases ideas about reinforcing the youth in his present plan, about reconsidering where he was going, about his abilities and potential, about the job situation, and about the availability of specific agency service if in trouble -- sere given to the youth. It can only be hoped that this might be of some benefit to the youth in the future.

Table 45
Committee Agency Recommendations

Primary Recommendations			Additional		Number Done	
Public School		27		15		10
GED	20		5		8 applications (5 passed,	
Part-time	3				0	3 not yet taken)
Full-time	1		1		2 returned this fall	
Vocational	2		2		0	
Night School	1		7		0	
Employment		9		32		9
GATB	6		10		4 job counseling	
NYC			1			
Job Corps	2		3			
MDTA	1		18		1 placement on MDTA	
Other					5 placed on jobs	
Div. Voc. Rehab.		3		8	2 applied-being serviced	
Welfare		3		3	2 referred-being serviced	
Area Voc.		1		4	0	
Mental Health				1	0	
Others				2		

Twenty-three of the fifty youths in this study had something happen behaviorally, in the sense that they came back to school, received high school diplomas, were placed on new jobs, or are receiving special services from some agency. What effect these changes will have certainly cannot be determined at this point, but one can be fairly certain that there has been some impact on these youths.

About the Recommendations --

School:

The rather large number of GED recommendations reflects the thought that these youth are going to be better off with a diploma than without one. If was felt that many of them would be able to pass this test and could use this in future job discussion. This is also a relatively simple thing for them to do as it costs them $10 and three to four hours of time. In many cases it was felt that it would be better if the youth came back to school but many of them had gotten themselves in financial binds or marital binds so that it was quite impractical to think along these lines. The youths in this group are all over age. Also, in some cases the youth had been excluded from school and it was very doubtful if he would be able to fit into this same structure in which he had had so much trouble in the past. Part-time programs are available only for students at the senior level and thus many of them could not be recommended for this, although this kind of program could often best satisfy their financial needs as well as move them up the academic ladder. It was felt that it would take revisions in school structure for some of these youths to be able to fit back into it and receive their diploma.

Employment:

Many of these youths had been at the employment office for job placement, but a rather large number had never gone in with the thought of vocational and job counseling. They are not informed about some of the special programs (e.g., MDTA) available to qualified people, and many of them have no idea what sort of special abilities they might have, especially in relation to different job categories.

As one can see from the above data, many of these youths did not follow through on the recommendations made to them. On the other hand, one might be more amazed at the number that did take the trouble. One can be certain that had there been continuing contact with some of these youths, the statistics would look even better. One could also be quite certain that many of these youths could benefit from this type of continuing contact to make more sense of their lives as they are now living it.

Data to support this will be available in questions concerning the receptivity of these youths to the counselor. Qualitatively, one can say that there were few cases of rejection of these efforts but rather most were enthusiastic and receptive to this kind of discussion. Many, of course, would not continue this over time, but there were a significant number that would avail themselves of this, probably.

A. Each of the committee members was asked to write up a summary of his impressions of the activities and case conferences and these are attached in Addendum. (1) Most seemed to fell that this type of inter-agency interaction is beneficial, both from a learning standpoint and from the standpoint of providing a needed service for the youth. This committee might also serve to provide structure for a Dropout Counselor and possibly as a catalyst between agencies for a broader study of problems of youth.

Recommendations

Below are summarized the main recommendations that have evolved from the collection of data, reviewing literature, and probably most importantly, from the judgments and impressions of the committee as it discussed each of the cases reviewed. Further analysis of data, including the other groups, will give additional insights into the needs of these youth -- and the school.

General:

The need for greater involvement with parents seems paramount. Special school representatives should be employed to carry out this responsibility, to interpret school to the parents and to get feedback from them in regard to school activities. Working with 'problem' families and referral to agencies should be an integral part of this function. Many of the writers in this area stress the importance of the family in the dropout problem (4, 10, 18) but this kind of school-family interaction appears to be a valuable adjunct for the total school group.

Fallon & Reeves (8), Cheyney (3) and Stuart (29) specifically discuss the need for teacher involvement, though this thought seems to permeate the thinking of most people concerned with the dropout problem. The need for inservice training to effect changes in attitudes on the part of teachers as well as to provide information about these special problems seems evident. Efforts should be made to personalize the school, through parent-teacher interaction, but more importantly through teacher-pupil interaction -- on a personal non-judgmental level.

There is a like need to get parents more involved with the school -- in a way in which they can feel comfortable around the school structure and become more active in the school activities. It is this writer's conviction that many of these parents are concerned, but quite uncomfortable around school, particularly at the higher levels, and just do not know what they can do to help. Their being active in the school activities would be useful to them and to the school, as well as provide an image to the youth of a parent who is interested and concerned with his progress in the educational system. (15)

The need for a continuing curriculum and grade study is apparent. Many writers (9, 14, 15, 18, 21) point to need for curriculum changes to make things 'more meaningful' for the potential dropout. Care must always be taken, of course, so that changes are not made with a focus on certain groups at the expense of the total program so there must be involvement of many people in this kind of activity.

The unique problems presented in the local school district suggest a need for better communication between the feeder schools and the high school. This is to provide better information, and to clarify responsibility, as to which youths are not attending school.

As a further clarification of responsibility is the need for continuation of operation of the inter-agency committee to enhance communication and to provide community-wide service and publicity on this important problem, as well as other problems of youth. Conant (4) and many others (3, 9, 13, 19, 20) stress the need for community interaction and inter-agency responsibility for service to the potential dropout.

Elementary:

The importance of reading problems as a symptom and in some cases a cause of dislike and disenchantment cannot be overstated. Remedial reading is needed for all students in need, regardless of grade level. However, reading authorities (1, 5, 24, 25, 26, 27) recognize and stress the importance of proper readiness before beginning reading instruction, and recognize its relatedness to the development of future remedial reading cases. Readiness rooms should be established to assure the school the student is ready (socially, emotionally, physically) for exposure to this facet of the curriculum.

The feeling of failure that many of these students experience could well be lessened by the use of ungraded classes at the elementary level (6, 10, 21).

This, plus the fact that this school district has a unique number of transfers into the district calls for the need for a set of classrooms that can be used to carefully evaluate a student before placement in the regular curriculum. Problem cases could be placed in the channel for evaluation and future return to the regular curriculum. Several ungraded elementary classrooms should be established for this evaluative purpose, as well as to assure smooth transition into the public schools here. The use of these rooms may well have implications for overall elementary school structure.

Junior High:

It appears from this data that this is one of the crucial periods when the youth is becoming unhappy with school and considering the possibility of dropping out of school. Consideration should be given to the broadening of functions of the guidance program at this level to help to identify the dropout (this report, page 26) and providing intensified service to him.

His inadequacies academically might be less clear by placement in special types of classes that are equipped to deal with the youth with limited academic skills, as well as to circumvent them in some curriculum areas. The summer school orientation program has demonstrated its usefulness in helping youths in the transition to an urban school setting.

Research should be continued in helping to identify these problem students as well as to evaluate the kinds of service that are being instituted to help them (4).

Secondary:

A careful look at procedures for dropping out of school should be made. As suggested in page 27 of this report, a 'cooling off period' should be considered so that there is time for him to change his mind without loss of credits. Intensified counseling and study of the case should be done during this period of time.

In the event the youth leaves, a dropout counselor should be hired who would work outside of the school framework and provide individual service to the youth who has left. He will help the youth decide on his course of action, whether it be service from other agencies, finding a job, or a return to school. The counselor would see to it that the decisions made with the youth are implemented. (4, 15, 22, 28).

In the event he decides to return to school, a very non-structured classroom should be set up for easy ingress for this youth -- any time during the semester. This class will focus on attitudes as well as academic deficiencies.

The school should broaden its scope of activities to allow for the utilization of an employment counselor within the school. He will not only act to provide jobs for youths on a part-time basis, but will do vocational counseling for the youth who does not go on to college. He might well keep students informed about current local employment trends, as well as making labor projections in a meaningful fashion, to the student body. (4, 9, 18, 28)

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Consideration should be given to earlier utilization of the part-time program so the youth may work and go to school. The classroom activities during this phase would be oriented to the world of work.

Though these recommendations are oriented toward the prevention of the dropout problem, it is plain that many youths who remain in school, though psychologically dropped out, will benefit from this range of service. It is hoped that the implementation of these programs will have impact on the total student body as well as those who are clearly in crises.

II. Description of Project Activities

As can be seen from the original planning proposal, the primary purposes of this project were to provide data for developing operational proposals and for developing programs with the various agencies involved. It was not felt that much direct service would be provided in these rather brief contacts with the individual interviewee as counseling theory has always held that changes at this age are rather difficult to bring about. However, our interviews showed that most of the people involved were tremendously misinformed about the various facilities and agencies available to them and for this reason often did not take advantage of them. In many cases the interviewee was not even aware that the agency existed although their present conditions qualified them for service from this agency. This writer was amazed at the apparent value of just plain information giving to certain interviewees, in that the information

appeared to result in rather great changes in the individual's present status. For instance, many of them took GED examinations and now have high school certificates of equivalency. Many of them have gone into MDTA training programs. It was interesting to note, too, that in several cases relatives of the person involved in this specific program got information about agencies that they did not know about and they themselves took advantage of the facility available to them.

There is some indication in follow-up phone calls from the interviewee that the GED examination, for example, had some significant impact on their self concept in that they would call back their counselors and express gratefulness and pride at now having passed this test and having an equivalency diploma.

There was also some impact on total families in certain cases, as getting one person off on a job seemed to free some others to come back to school or to have more free time to participate in after school activities.

I guess generally what is being said is that the direct service aspect of this program, though minimized in the original proposal, seemed to be very beneficial in about fifty percent of the actual cases interviewed.

There were problems in having interviews completed in many cases and in a good number of cases this was never finished. The students were not interested in doing anything further. Although somewhat disappointing, this was not too surprising in view of the rather large number of cases interviewed and the kinds of clients that we were working with.

III. The Effect of the Project on the Educational Institution

The attached application for expanded school services represents the greatest impact on the educational institution involved. Individual proposals are going to be made to each agency and a copy of these is enclosed with this report. As indicated by the abstract of the Operational Grant, the perspective and philosophy of the educational institution involved seems to have been affected, or at least will be affected, as these proposals are implemented. The scope of services for which the educational institution feels responsible has both broadened and lengthened so as to incorporate a larger number of students and also to give more focus on the student who is not going on to college but can still benefit from special services to help him make a proper placement in the occupational world. The school focus has been more oriented toward the college-bound student and we have not been as seriously concerned with placement of non-college-bound students. For instance, our scholarship activities have been quite pronounced with little proportionate

regards to finding funds for different kinds of special, non-college training.

IV. Cooperating Agencies

The list of agencies is available in the original proposal -- they are as follows:

Minnesota State Employment Agency
Neighborhood Youth Corps
Stearns County Welfare Department
Division of Vocational Rehabilitation
Public School
Parochial School
Probation and Parole Department
Mental Health Center

The results of such cooperation have been beneficial in the fact that all feel that this program should be continued and its activities possibly expanded. The joint program for an employment officer on the school staff as well as a joint program with the Stearns County Welfare Office to provide services for pregnant, unmarried girls are indications of this kind of cooperation. Communication exchange with the local Probation Office has been appreciably enhanced as well as the dissemination of information about families between the drop-out study and all of the schools that are involved with members of the family.

If the assumption that this information is meaningful in terms of programs for kids is correct, then it should follow that the exchange of it should also be meaningful and useful for programming.

V. Dissemination of Information

Project information has not been disseminated to any great extent at this time because the data is not all in. However, many requests have been received for discussion of our project up to this point and literature and forms have been sent out to these various other school districts. At the same time, home information that is obtained is shared with other agencies that might have good reason to use this information. The number of unsolicited requests for information would number fifteen, and though no visitors have come from outside the project area, several have stated that they intended to. We plan on sharing our findings with people in the community and speaking engagements are set up with the local child education group as well as with one of the classes in psychology at the State College. One of the radio stations has asked a member of our group to speak on a youth forum sometime after our data is collected.

A mailing list of all people who have asked for information about the project is being kept and when the final project is written up, copies of our findings and recommendations will be sent to them. We are also hoping to publish this in one of the professional journals.

There has been discussion of this project at the regional meeting of the local Guidance Counselors Association.

The only cost of dissemination up to this point has been in the time and the school district has been willing to provide this. When the final materials are printed up and mailed, there will be some expense in printing but some monies are available from the planning grant to allow for this. If this is made into a publication, extra copies will be purchased for dissemination to people that solicit it.

VI. Local Support

Two basic approaches have been made to continue the project without federal support:

A. The Board of Education has been informed that federal funds are limited to three years. Starting with this first operational project, the district will finance twenty-nine percent of the budget in addition to the in-kind contribution, such as space, utilities, custodial services, equipment, etc. Present plans for financing propose to phase out federal funding in the prescribed period of time.

B. The committees have been very careful in selecting proposals and have developed only those projects which meet a real need. The projects have had enthusiastic faculty support, and staff have repeatedly volunteered to appear before the Board of Education if this were necessary to secure their endorsement. The excellent implementation

of this project has been very much appreciated and supported by the school administration. The excellent rapport between the home and school created through this program has been more effective than if it had been planned as a public relations project. This is also recognized by the school administration.

VII. Cost of Proposed Planning Grant:

$ 25,258	Total cost
$ None	Total non-federal support
$ 25,258	Total federal support under Title III, P.L. 89-10
$ None	Total federal support other than Title III, P.L. 89-10